

**The University of Texas School of Biomedical Informatics at Houston
PhD Dissertation Defense: Faculty Evaluation Form**

Student Name: _____

Date of Defense: _____

Advisory Committee members: _____(Chair) _____

This form is to be completed by the Chair with input from the Committee. **Please return the complete form to: Jaime.N.Hargrave@uth.tmc.edu or SBMI Office of Academic Affairs, UCT 650.**

	Poor (1)	Fair (2)	Good (3)	Outstanding (4)	Overall Score
Knowledge	<input type="checkbox"/> Limited breadth and depth of understanding of the area of study; <input type="checkbox"/> Difficulty evaluating background literature; <input type="checkbox"/> Difficulty understanding implications of existing research;	<input type="checkbox"/> Sufficient breadth or depth (but not both) of the subject; <input type="checkbox"/> With some help, could synthesize and evaluate background literature. <input type="checkbox"/> Limited understanding of implications of existing research.	<input type="checkbox"/> Sufficient breadth and depth of understanding; <input type="checkbox"/> Could identify and discuss key background for the study; <input type="checkbox"/> Some attempts at discussing implications of most important research findings.	<input type="checkbox"/> Solid breadth and depth of knowledge; <input type="checkbox"/> Able to integrate information from multiple sources. <input type="checkbox"/> Able to describe, discuss, critically evaluate relevant background information; <input type="checkbox"/> Could draw clear conclusions from and discuss implications of most important research findings.	1 2 3 4
Research questions	<input type="checkbox"/> Research questions are unfocused; <input type="checkbox"/> No hypothesis is provided; <input type="checkbox"/> No rationale is provided;	<input type="checkbox"/> Able to formulate purposeful research questions, but has difficulty explaining rationale; <input type="checkbox"/> Hypotheses are imprecise/poorly stated; <input type="checkbox"/> Significance of hypotheses is unclear;	<input type="checkbox"/> Hypotheses and research questions are well-stated with adequate rationale; <input type="checkbox"/> Significance of hypotheses and research questions is clear and well stated;	<input type="checkbox"/> Very significant and novel hypotheses/research questions; <input type="checkbox"/> Strong, clear rationale for hypotheses/research questions;	1 2 3 4
Research Design and Methods (Technical Skills if applicable)	<input type="checkbox"/> Difficulty developing research procedures to test the hypotheses; <input type="checkbox"/> Study design is not clear or explained; <input type="checkbox"/> Difficulty identifying appropriate research methods; <input type="checkbox"/> Difficulty identifying limitations and assumptions in the research design; <input type="checkbox"/> Unaware of alternative approaches. <input type="checkbox"/> Have no technical skills to carry out the research.	<input type="checkbox"/> Study design is explained, but lacks theoretical support; <input type="checkbox"/> Rationale for selected research methods is not well established; <input type="checkbox"/> Awareness of some weaknesses in research design; <input type="checkbox"/> Some awareness of alternative approaches; <input type="checkbox"/> Have limited technical skills to carry out the research project;	<input type="checkbox"/> Study design and selected methods are generally sufficient to address the hypotheses but need some modification. <input type="checkbox"/> Could identify strengths and weaknesses of research design and methods; <input type="checkbox"/> Demonstrates understanding of alternative approaches; <input type="checkbox"/> Have sufficient technical skills to carry out the research project;	<input type="checkbox"/> Able to identify and logically discuss strengths and weaknesses of research design and methods; <input type="checkbox"/> Understands the theory and practice of the methods; <input type="checkbox"/> Appropriately compared and discussed alternative research approaches; <input type="checkbox"/> Have advanced technical skills to conduct the study;	1 2 3 4

Data Analysis and Discussion of Results	<input type="checkbox"/> Data not analyzed or presented in a coherent fashion, no insight in analyzing data at deeper level; <input type="checkbox"/> Results not interpreted or not interpretable;	<input type="checkbox"/> Results interpreted, but serious flaws in analysis approach; <input type="checkbox"/> Data presentation is unclear and incoherent in some cases, little insight into meaning of data.	<input type="checkbox"/> Interpretation is consistent with data; <input type="checkbox"/> Data analysis and presentation are clear and understandable; Some evidence of deeper interpretation and analysis of data, but need more quantitative or qualitative analysis; <input type="checkbox"/> Some discussion of implications for research and practice.	<input type="checkbox"/> Results clear and very well explained; <input type="checkbox"/> Data presentation is highly organized and clear, deep analysis and understanding of all the data and their implications; Interprets research findings and their significance in relation to key hypotheses/research questions, and the field of research at large; <input type="checkbox"/> Excellent grasp of broader implications of project.	1 2 3 4
Communication	<input type="checkbox"/> Dissertation did not follow standard format; <input type="checkbox"/> Grammatical errors and misspellings; <input type="checkbox"/> Arguments are incomplete or poorly organized; <input type="checkbox"/> Did not understand/address the questions asked; <input type="checkbox"/> Poor English language skills;	<input type="checkbox"/> Sub-standard writing resulting in lack of clarity; <input type="checkbox"/> Oral presentation was clear, but student had to read the slides most of the time; <input type="checkbox"/> Arguments are logical and organized; <input type="checkbox"/> Understood most of the questions but provided only partial answers; <input type="checkbox"/> Spoken English was, for the most part, understandable;	<input type="checkbox"/> Dissertation was largely well written; <input type="checkbox"/> Some discontinuities during the oral presentation; <input type="checkbox"/> Arguments are articulated and well organized; <input type="checkbox"/> Understood questions and provided adequate answers; <input type="checkbox"/> Could be readily understood;	<input type="checkbox"/> Dissertation was clearly written in the appropriate format; <input type="checkbox"/> Poised and polished in the oral presentation; <input type="checkbox"/> Understood the questions and provided clear, thorough answers; <input type="checkbox"/> Engaged the committee and other audience in a collegial discussion;	1 2 3 4

Additional comments:
